**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Second Grade – Module 7**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 7 Grading Guidance:**

* Standards 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, and 2.MD.6 are last assessed in Module 7. Standards 2.MD.8, 2.MD.9, and 2.MD.10 are only assessed in Module 7. (See checklist on page 3.)

**Updates**

We recommend reviewing assessments prior to teaching the module. This will aid in making planning decisions for each lesson. Note: Assessments are available at the back of each module in the teacher binders.

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 7.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 7: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 7: Mid Module Assessment** | | | | | | | | |
|  | **Domain** | | | | **Standard** | | | | |
| Question | Number and Operations – Base Ten | | Measurement and Data | | 2.NBT.5 | 2.MD.8 | | 2.MD.10 | |
| 1 | 0 1 2 3 | | 0 1 2 3 | | X | X | |  | |
| 2 | 0 1 2 3 | | 0 1 2 3 | | X | X | |  | |
| 3 |  | | 0 1 2 3 | |  |  | | X | |
| 4 | 0 1 2 3 | | 0 1 2 3 | | X | X | |  | |
|  | |  | |  |  | |  | |  | |
| Domain  Score | Number and Operations – Base Ten | | Measurement and Data | |  | |  | |  | |
| Level |  | |  | |  | |  | |  | |
| Level 3 | 8-9 points | | 10-12 points | |  | |  | |  | |
| Level 2 | 5-7 points | | 6-9 points | |  | |  | |  | |
| Level 1 | 0-4 points | | 0-5 points | |  | |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 7: Mid Module Assessment Task Score Sheet (continued)**

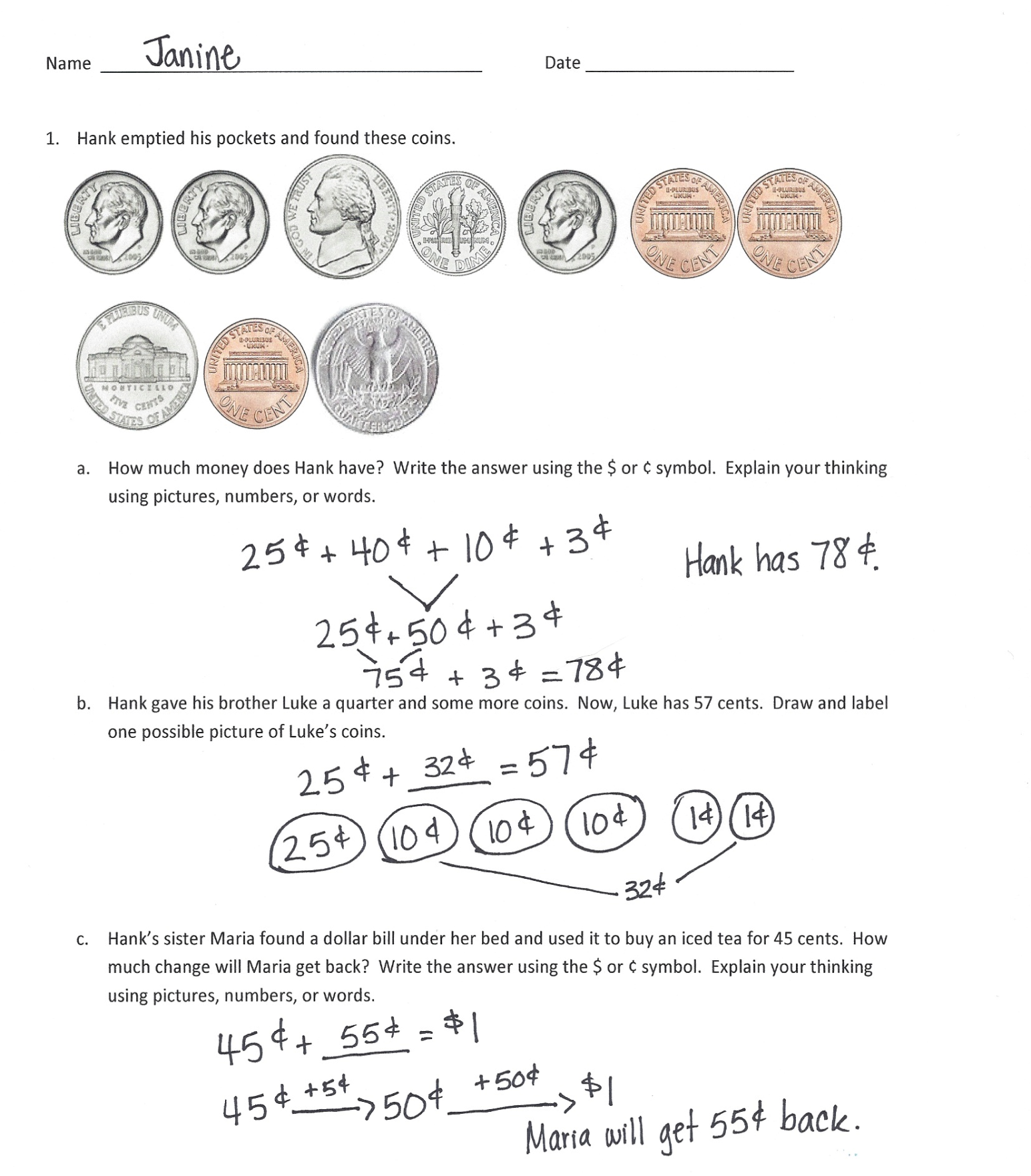
|  |
| --- |
| Mid-Module Assessment Task (Topics A–B)  Clusters and Standards Addressed |
| Use place value understanding and properties of operations to add and subtract.  2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Work with time and money.  2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*  Represent and interpret data.  2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. |

**Second Grade Module 7: Mid Module Assessment Task Rubric**

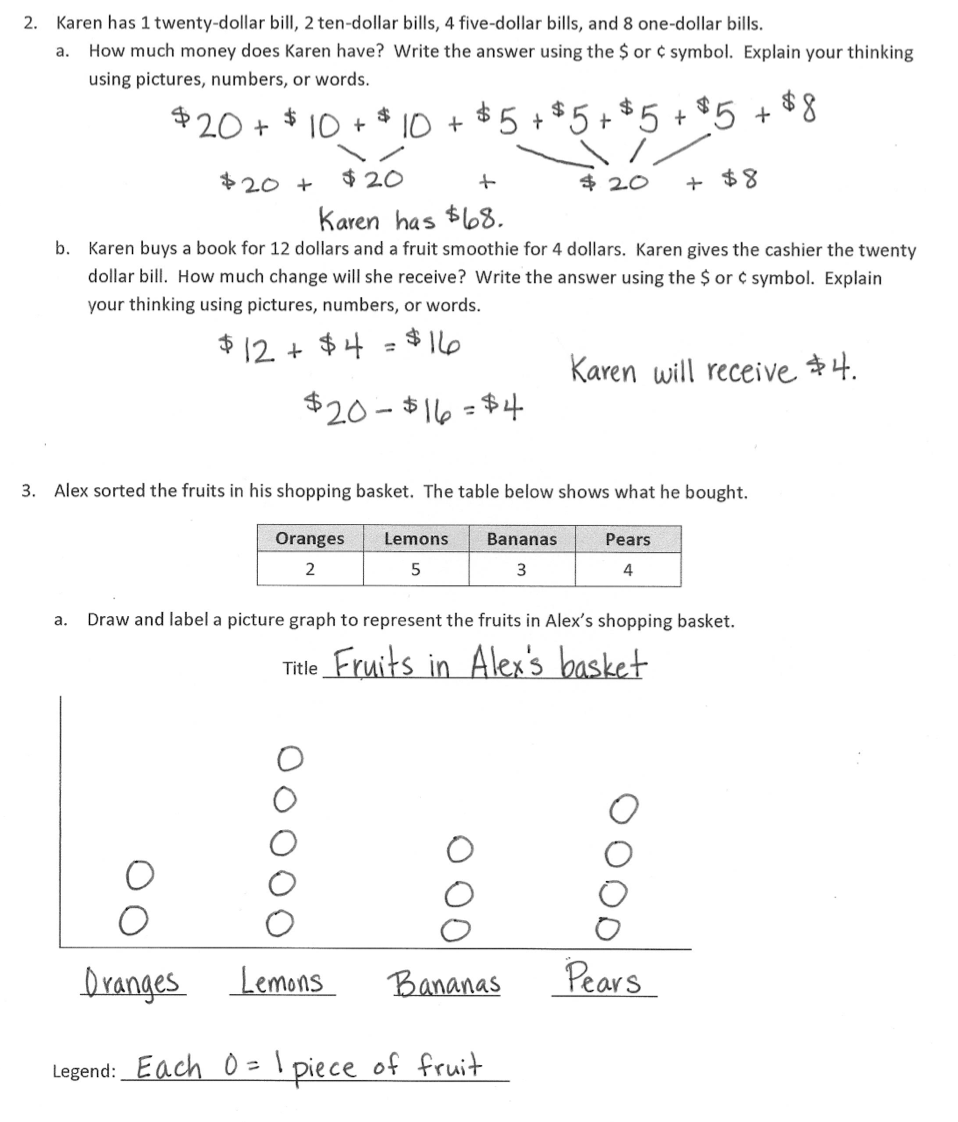
**\* Indicates items that have been changed/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  2.NBT.5  2.MD.8  Use this rubric to double score #1. (Use the same rubric for NBT and MD) | The student correctly answers **0** of the five parts. | The student correctly answers **1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4-5** of the five parts. (See below.) |
| * 1. **(1)** Answers 78¢ and **(2)** explains using pictures, numbers, or words.   2. **(3)** Draws and labels a coin combination that totals 57 cents, such as QDDDPP or QDDNNPP.   3. **(4)** Answers 55¢ and **(5)** explains using pictures, numbers, or words. | | | |
| **2\***  2.NBT.5  2.MD.8  Use this rubric to double score #2. (Use the same rubric for NBT and MD) | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** Answers $68 and **(2)** explains using pictures, numbers, or words. 2. **(3)** Answers $4 change and **(4)** explains using pictures, numbers, or words. | | | |
| **3\***  2.MD.10 | The student correctly answers **0-1** of the seven parts. | The student correctly answers **2-3** of the seven parts. | The student correctly answers **4-5** of the seven parts. | The student correctly answers **6-7** of the seven parts. (See below.) |
| 1. **(1)** Draws and **(2)** labels the picture graph to show 2 oranges, 5 lemons, 3 bananas, and 4 pears. 2. **(3)** Draws and **(4)** labels the bar graph to show 2 oranges, 5 lemons, 3 bananas, and 4 pears. 3. **(5)** Answers 14 pieces of fruit. 4. **(6)** Answers 4 more lemons and pears and **(7)** explains using pictures, numbers, or words. | | | |
| **4\***  2.NBT.5  2.MD.8  Use this rubric to double score #4. (Use the same rubric for NBT and MD) | The student solves zero out of three parts correctly. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. (See note below.) | The student correctly answers **3** of the three parts. (See below.) |
| * 1. **(1)** Answers 98¢.   2. **(2)** Answers 37¢ and **(3)** explains using pictures, numbers, or words.   Note: If part a is incorrect, allow full credit for answers in part b based on the answer for part a. | | | |

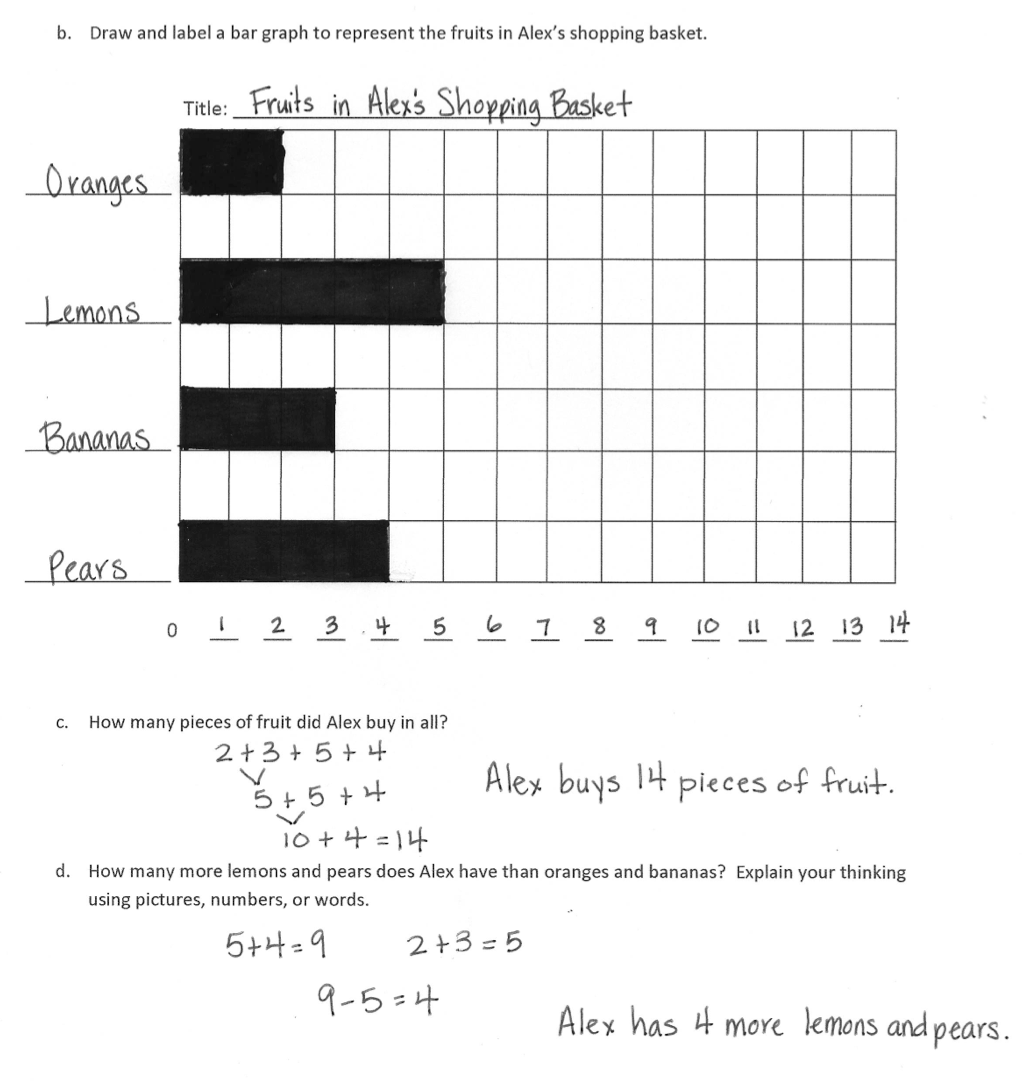
**Second Grade Module 7: Mid-Module Assessment Task Key**



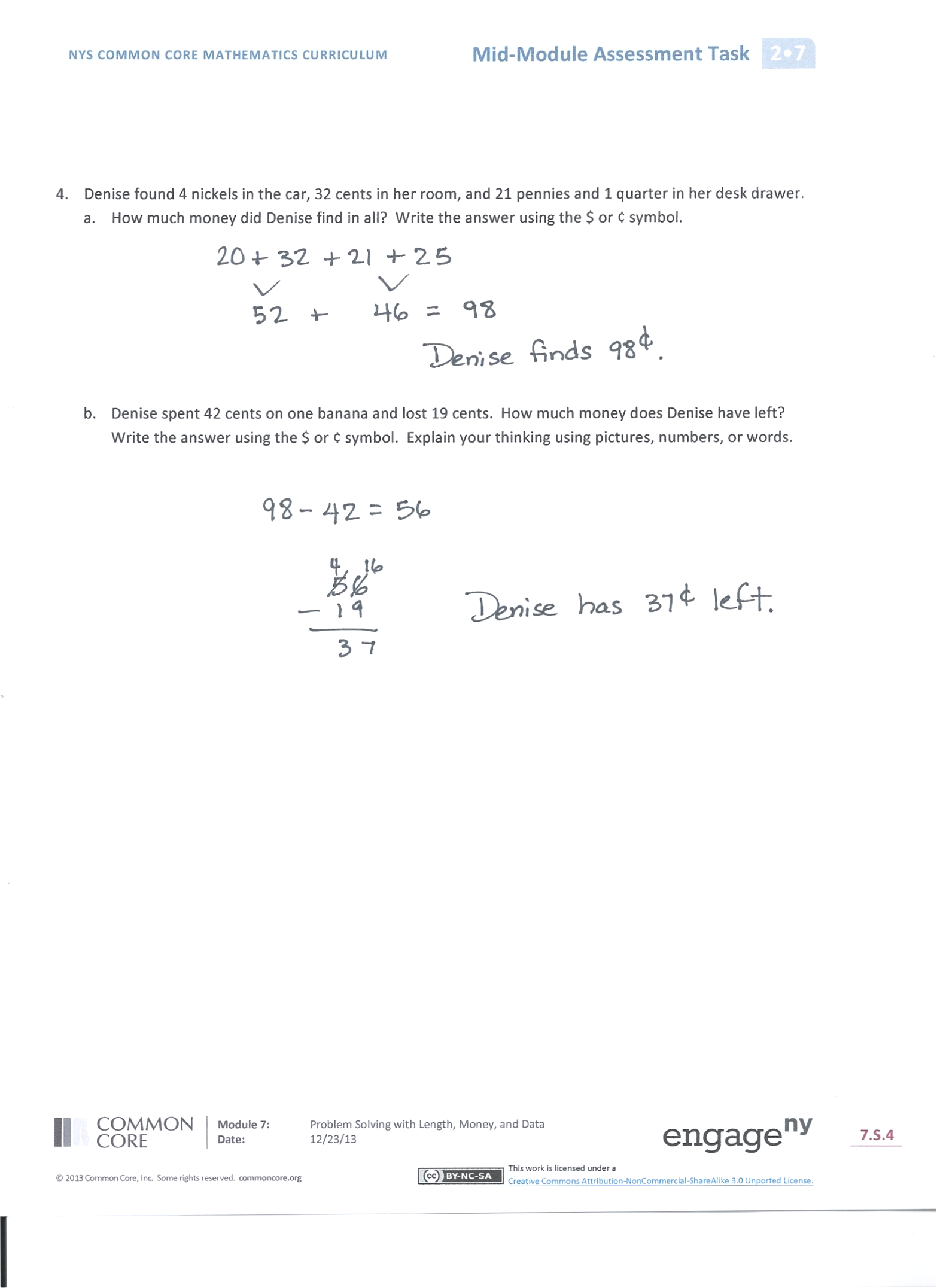
**Second Grade Module 7: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 7: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 7: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 7: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 7: End-of-Module Assessment** | | | | | | | | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | | | | | | | | |
| Question | Number and Operations – Base Ten | | Measurement and Data | | 2.NBT.5 | 2.MD.1 | | | 2.MD.2 | 2.MD.3 | | 2.MD.4 | 2.MD.5 | 2.MD.6 | 2.MD.8 | 2.MD.9 | 2.MD.10 |
| 1 |  | | 0 1 2 3 | |  |  | | | X | X | | X |  |  |  |  |  |
| 2 |  | | 0 1 2 3 | |  | X | | |  |  | |  |  |  |  |  |  |
| 3 |  | | 0 1 2 3 | |  |  | | |  |  | |  |  | X |  |  |  |
| 4 |  | | 0 1 2 3 | |  |  | | |  |  | |  |  |  |  | X | X |
| 5 | 0 1 2 3 | | 0 1 2 3 | | X |  | | |  |  | |  | X |  | X |  |  |
|  | |  | |  |  | |  |  | | |
| Domain  Score | Number and Operations – Base Ten | | Measurement and Data | |  | |  |  | | |
| Level |  | |  | |  | |  |  | | |
| Level 3 | 3 points | | 13-15 points | |  | |  |  | | |
| Level 2 | 2 points | | 8-12 points | |  | |  |  | | |
| Level 1 | 0-1 points | | 0-7 points | |  | |  |  | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 7: End-of-Module Assessment Task Score Sheet (continued)**

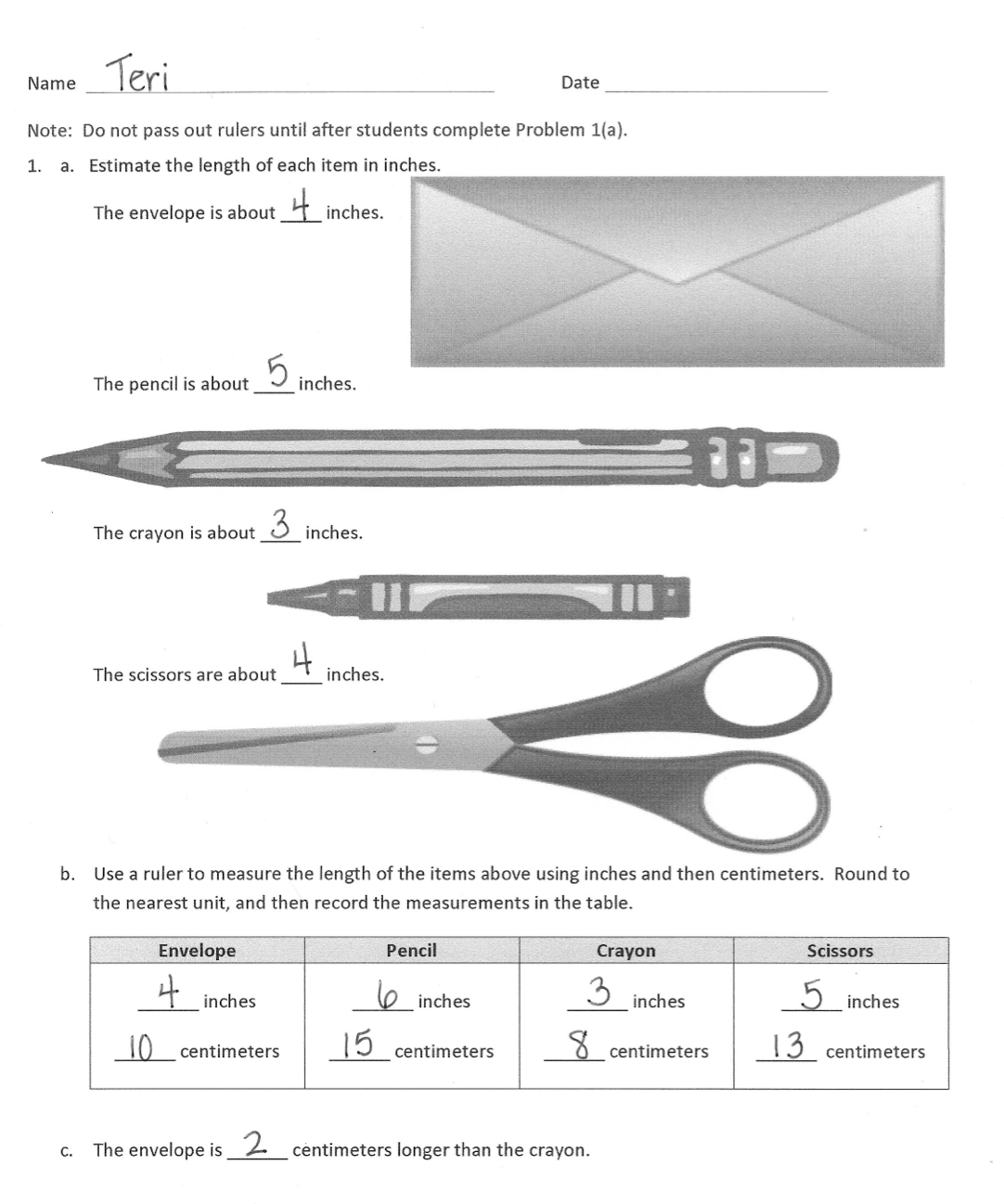
|  |
| --- |
| End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Use place value understanding and properties of operations to add and subtract.  2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Measure and estimate lengths in standard units.  2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.  2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.  2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  Relate addition and subtraction to length.  2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.  2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.  Work with time and money.  2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*  Represent and interpret data.  2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. |

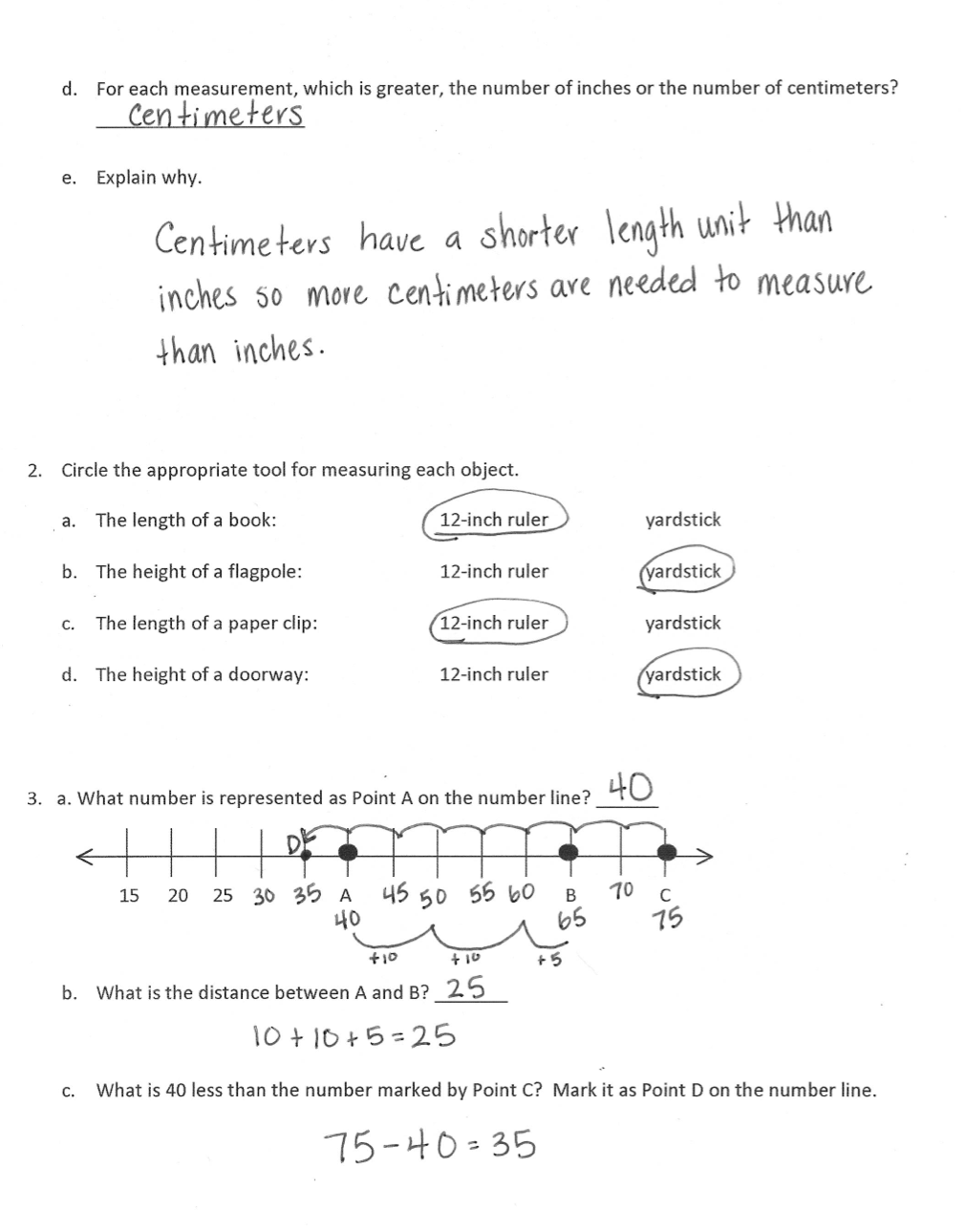
**Second Grade Module 7: End-of-Module Assessment Task Rubric**

**\* Indicates items that have been changed/modified from the original EngageNY rubric.**

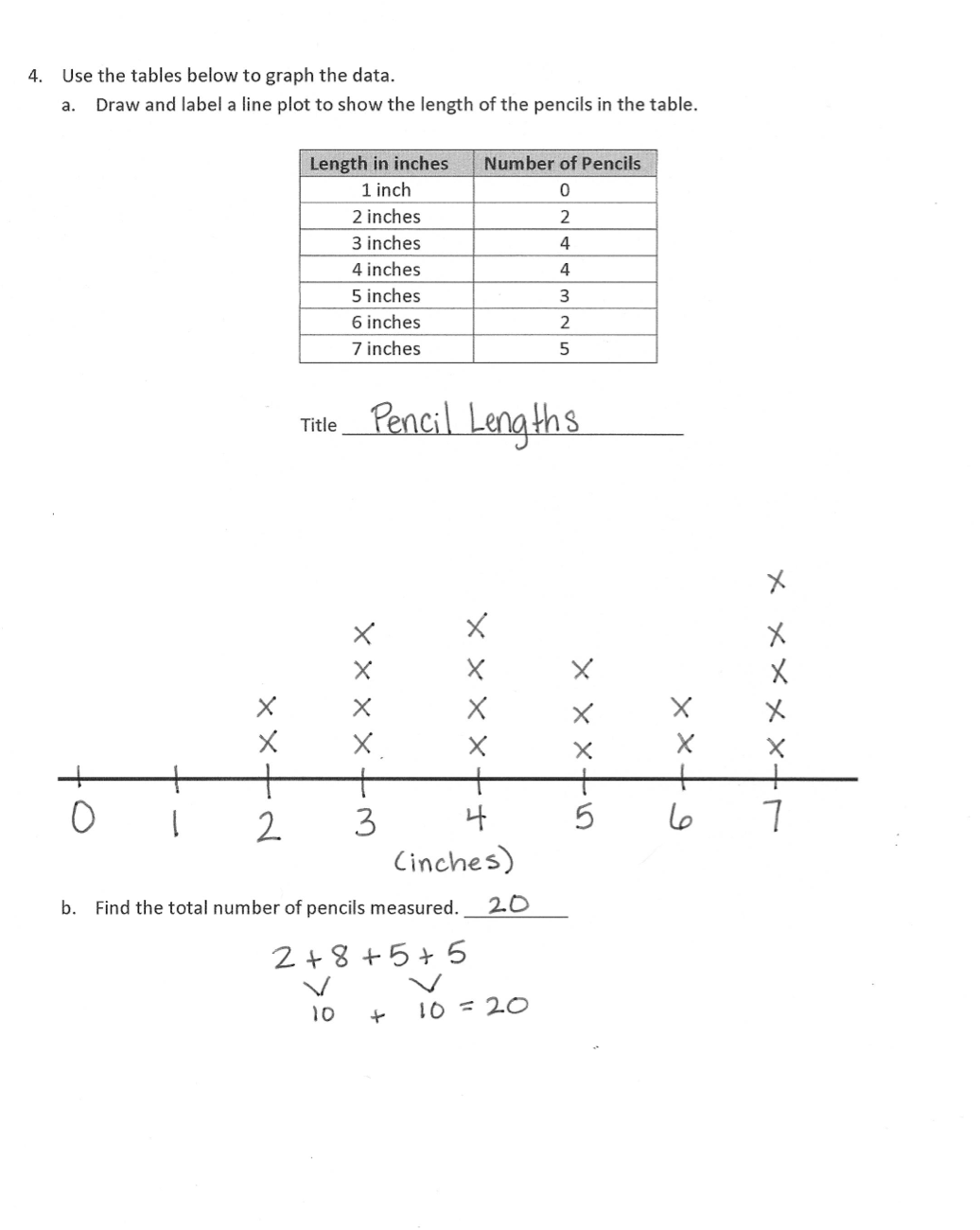
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1\***  2.MD.2  2.MD.3  2.MD.4 | The student correctly answers **0-2** of the eight parts. | The student correctly answers **3-4** of the eight parts. | The student correctly answers **5-6** of the eight parts. | The student correctly answers **7-8** of the eight parts. (See below.) |
| 1. **(1)** Estimates the length of each item. (Allow for reasonable estimates.) 2. Measures to the nearest whole unit to answer:  * **(2)** Envelope is about 4 in and 10 cm. * **(3)** Pencil is about 6 in and 15 cm. * **(4)** Crayon is about 3 in and 8 cm. * **(5)** Scissors are about 5 in and 13 cm.  1. **(6)** Answers that the envelope is 2 cm longer than the crayon. Note: Allow point for correct subtraction based on incorrect answers in parts 2 & 4. 2. **(7)** Answers centimeters. 3. **(8)** Explains that centimeters have a smaller length unit than inches, so there are more centimeters than inches. | | | |
| **2\***  2.MD.1 | The student correctly answers **0** of the four parts. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. **(1)** 12-inch ruler. 2. **(2)** Yardstick. 3. **(3)** 12-inch ruler. 4. **(4)** Yardstick. | | | |
| **3**  2.MD.6 | The student answers **0** of three parts correctly. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers **3** of the three parts. (See below.) |
| 1. Answers 40. 2. Answers 25. 3. Labels D on the number line at 35. | | | |
| **4\***  2.MD.9  **2.MD.10** | The student correctly answers **0** of the five parts. | The student correctly answers **1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4-5** of the five parts. (See below.) |
| 1. **(1)** Draws and **(2)** labels a line plot to represent the given data. 2. **(3)** Answers 20 pencils. 3. **(4)** Draws and **(5)** labels a bar graph to represent the given data. | | | |
| **5\***  2.MD.5  2.MD.8  2.NBT.5  Use this rubric to double score #5. (Use the same rubric for NBT and MD) | The student correctly answers **0** of the six parts. | The student correctly answers **1-2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5-6** of the six parts. (See below.) |
| 1. **(1)** Draws a picture (e.g., tape diagram), **(2)** writes a number sentence, and **(3)** solves to get 59 inches. 2. **(4)** Draws a picture, **(5)** writes a number sentence, and **(6)** solves to get $1 or 100¢. | | | |

**Second Grade Module 7: End-of-Module Assessment Task Key**

**Second Grade Module 7: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 7: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 7: End-of-Module Assessment Task Key (continued)**

